Jennifer Batchelor

Lesson Plan # 1

3-25-13

Yobani Rosas Grade 4

**Objectives:**

Science Objectives & Related TEKS:

**Science:**

4.10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to

(A) explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants;

ELA Objectives & Related TEKS

**Reading Comprehension:**

4.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo;

4.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

(B) distinguish fact from opinion in a text and explain how to verify what is a fact;

(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

**Reading Fluency:**

4.1 Reading Fluency: Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Written Communication:**

4.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:  
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;

**Activities:**

1. Reading Comprehension
   1. Guided Reading, Level H book, *Dinosaur’s Day*
   2. Guided Reading, *The Day the Dinosaurs Died* with oral and written response from the student
2. Reading Fluency:
   1. Buddy reading/Echo Reading *The Day the Dinosaurs Died*, Charlotte Lewis Brown
   2. 1 minute timed reading of *The Day the Dinosaurs Died*
3. Written Communication:
   1. Begin writing process using *Dinosaur’s Day* as a prompt to generate ideas about how the world may change if dinosaurs still lived.
   2. Begin reciprocal writing journal

**Materials:** pencils, crayons, reciprocal/writing process journal, *Dinosaur’s Day*, *The Day the Dinosaurs Died*

**Evaluation:**

* Teacher observation/anecdotal records on lesson plan for reading comprehension and fluency
* Rate and accuracy from 1 minute timed reading of *Dinosaur’s Day*
* Creative writing sample based on *Dinosaur’s Day*